



Caloundra State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Principal's Name	Mr Stephen Logan

From the Principal

School overview

Welcome to Caloundra State School - an Independent Public School. We are a medium sized State school which caters for approximately 560 students from Prep to Year 6. Our school was established in 1899 and is situated in an idyllic beachside location. We pride ourselves on a culture that promotes learning and we strongly uphold our core values of Respect, Responsibility and Safety so every student can "Be a Learner". Our focus on wellbeing and pastoral care ensures the positive development of the whole child. Our Vision is "Delivering Educational Excellence" and we strive to achieve this for all students through: a commitment to real life learning; a provision of inclusive and engaging learning experiences; setting and expecting high standards of teaching, learning, effort and behaviour; celebrating achievements; and creating learning environments that are happy, safe and stimulating for our learners. We plan our learning experiences using the Australian Curriculum and continue to remain focused on the teaching of literacy and numeracy so that all students can reach their full potential through problem solving, creative thinking, innovation and inquiry. We implement the use of an ever widening range of technology as an integral yet balanced part of the learning process and provide our students with a vast array of exceptional extra-curricular opportunities in the Arts, Sport, Culture and academic extension to enrich learning each day. We have established strong partnerships with parents/carers and members of the wider community who contribute to student learning experiences in many ways. Student learning is built upon a foundation of strong values of respect, responsibility, self-discipline, co-operation and manners. Both teaching and non-teaching staff ensure they continue to develop their own skills and knowledge through quality learning opportunities, ensuring the best pedagogical strategies for our students, based on Marzano's "The New Art and Science of Teaching" framework. Caloundra State School provides a quality, well-rounded education for all students with a strong emphasis on positive relationships. We are very proud of our students' achievements and the dedication and skills of our experienced teaching and non-teaching staff and greatly appreciate and value the commitment of our school-community partners.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	608	575	552
Girls	296	284	269
Boys	312	291	283
Indigenous	50	49	56
Enrolment continuity (Feb. – Nov.)	91%	93%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	23	23	22
Year 4 – Year 6	26	25	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

At Caloundra State School we pride ourselves on 'Delivering Educational Excellence'. It is our priority to develop, maintain and effectively implement high quality curriculum programs for all students. We are committed to developing teacher practices through professional development, focusing on all aspects of curriculum implementation, pedagogy and assessment. In alignment with the Australian Curriculum, we teach and assess the following eight learning areas:

- English
- Mathematics
- Science
- HASS (Humanities and Social Sciences)
- The Arts: Music, Dance, Drama (all taught by specialist teacher), Visual Arts and Media Arts.
- Technologies: Digital Technologies and Design and Technologies
- HPE: Physical Activity (taught by specialist teacher) and Health
- French (Years 4-6: LOTE specialist teacher)

We provide extensive academic support and extension programs across all year levels in English and Mathematics. Students are identified and invited to be part of the programs through data collection, teacher, parent and specialist feedback. Qualified teachers deliver programs before and during regular school hours.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

Caloundra Enrichment and Extension Programs (CEEP)

Caloundra State School provides students the opportunity for enrichment and extension through a variety of extracurricular and co-curricular academic, sporting and cultural activities. Generally speaking, co-curricular activities are an extension of the formal learning experiences connected to our school curriculum, while extra-curricular activities may not be explicitly connected to academic learning but support the development and interests of our student body. We have numerous FREE, and a small selection of paid, activities that run throughout the year for our Caloundra State School students. Some of our many activities, programs, clubs and teams are listed below:

Prep-2

AFL
Craft Club
Extension and Support Maths
Junior Choir
Junior STEM Robotics/Makerspace
Just Dance + Dance Extravaganza
CalCrew Dance
Rugby League and Rugby Union Development squads
QuoCKa Reading & Story Dogs (Community reading)
Rugby League (NRL)
Rugby Union (Walla Rugby)
Writer's Club

Years 3-6

Choir
CalStars and CalSquad (Dance Excellence)
Extension and Support Maths
Female Rugby League
Instrumental Music (Strings, Woodwind, Brass, Percussion)
Murri Club (Indigenous Education group)
Senior Fine Arts & Visual (FAV)
Senior STEM – Robotics and Makerspace
Sports (Regional and State) Preparation
Surf and Swim Squads

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

To further support the development of the ICT capability and enhance student learning across all learning areas, Caloundra State School provides:

- Fully equipped ICT enriched classrooms with the direct provision of; Interactive whiteboards and Ziggis in all classrooms, iPads sets (P-6), class sets of laptops (years 4-6) and a class set of iPads (The Arts Specialist).
- Two computer labs, permanent and portable green screen facilities and digital cameras.
- STEM – Robotics equipment: BeeBots, Engineering and robotics development and creation kits, 3D Printers and weekly co-curricular robotics lessons.
- Student software regularly incorporated into teaching, learning and assessment tasks: Microsoft Office Suite, Movie Maker, iMovies, Garage Band, Reading Eggs, Mathematics and Literacy Apps, Homework Hound, Soundwaves and E-books library.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	97%	100%
• this is a good school (S2035)	92%	100%	100%
• their child likes being at this school* (S2001)	89%	92%	100%
• their child feels safe at this school* (S2002)	94%	97%	100%
• their child's learning needs are being met at this school* (S2003)	92%	95%	100%
• their child is making good progress at this school* (S2004)	92%	97%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	89%	97%	100%
• teachers at this school treat students fairly* (S2008)	84%	87%	98%
• they can talk to their child's teachers about their concerns* (S2009)	90%	97%	100%
• this school works with them to support their child's learning* (S2010)	90%	97%	100%
• this school takes parents' opinions seriously* (S2011)	88%	87%	95%
• student behaviour is well managed at this school* (S2012)	87%	95%	95%
• this school looks for ways to improve* (S2013)	97%	100%	100%
• this school is well maintained* (S2014)	97%	97%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	100%	100%
• they like being at their school* (S2036)	99%	100%	99%
• they feel safe at their school* (S2037)	98%	100%	99%
• their teachers motivate them to learn* (S2038)	100%	98%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	99%

Percentage of students who agree# that:	2017	2018	2019
• teachers treat students fairly at their school* (S2041)	95%	100%	98%
• they can talk to their teachers about their concerns* (S2042)	94%	93%	96%
• their school takes students' opinions seriously* (S2043)	97%	100%	98%
• student behaviour is well managed at their school* (S2044)	98%	98%	100%
• their school looks for ways to improve* (S2045)	99%	98%	100%
• their school is well maintained* (S2046)	99%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	98%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	96%	96%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	91%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	98%
• student behaviour is well managed at their school (S2074)	98%	98%	80%
• staff are well supported at their school (S2075)	98%	94%	87%
• their school takes staff opinions seriously (S2076)	100%	96%	87%
• their school looks for ways to improve (S2077)	100%	100%	98%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	98%	96%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

The Student Support Services team meets fortnightly to consider how to meet the needs of students with social, academic, emotional, behavioural and mental health issues. The team consists of Principal, Guidance Officer, Integration teachers, Support Teachers: Literacy and Numeracy, a representative from Child Youth and Mental Health Services (CYMHS) and the relevant class teacher. This group plans what adjustments are made to the curriculum for individual students and progress in communicated with parents.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	40	35	46
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	167,391	152,555	156,110
Water (kL)	6,421	31,584	3,744

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	24	<5
Full-time equivalents	38	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	84%	88%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

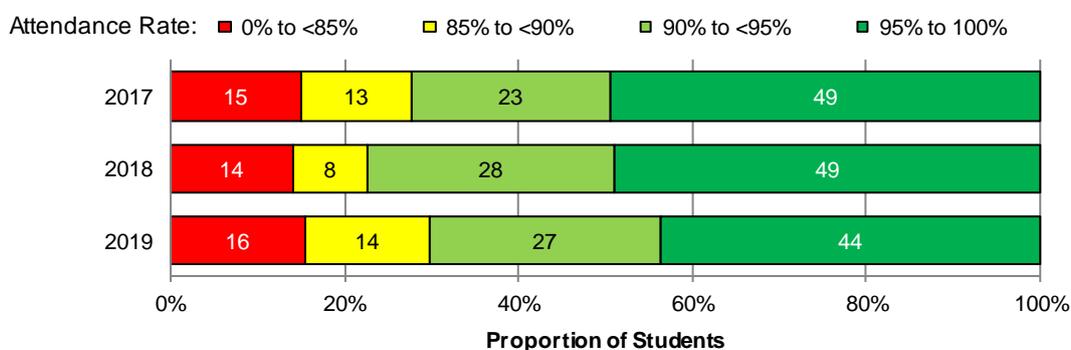
Year level	2017	2018	2019
Prep	93%	93%	91%
Year 1	92%	94%	91%
Year 2	94%	93%	94%
Year 3	93%	95%	92%
Year 4	92%	93%	92%
Year 5	93%	91%	93%
Year 6	91%	93%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector ▼
School type ▼
State ▼
🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.